

**Unit content**

By the end of this unit, students will be able to

- describe a company's products and services
- talk about inventions
- show interest in a conversation
- give a research report.

**Context**

The topic of this unit *Products & services* is important in the business world. In a technological age, products and services are constantly being developed. While differentiating between products and services is less clear with so much available and accessible online, it's still a worthwhile distinction. In addition, as consumers, business people often like to keep up with and be aware of new developments and technologies. Many new products also have a role both in personal or social lives as well as business life; social media, for example, as well as online platforms and communication tools are key in business, as well as in liaising with friends and family.

In this unit, students have the opportunity to learn and talk about the benefits of products and services, and criteria for evaluating them, which is needed in talking about their own companies in the presence of clients as well as colleagues. They also learn to use the past simple to talk about the history of well-known products and the entrepreneurs who created them, as well as their own adoption of these products. They practise showing interest in what another speaker is saying, a reflex which is often lacking in students of this level because they don't know which expressions to use. They also have practice in giving a short oral presentation to summarize in a structured way the results of a market research study. Finally, they assess the value to them of four well-known technological products and nominate 'the greatest product of all time'.

**Starting point**

Students read the questions. You could elicit one or two examples, e.g. digital gadgets, food, drink and online services, to get them started. Allow time for them to consider their responses in pairs, then compare answers as a group.

**Working with words****Exercise 1**

Students work individually to consider if they agree or disagree with each sentence, and then discuss in pairs. You can then ask students to raise their hands to see which statements they agreed with most before asking for a few comments on why they made these choices.

**Exercise 2**

Explain that the text is about what most people want from products they buy and what their opinions are. Ask students to compare the five sentences in **1** with the five main points in the article: do most customers have the same opinion as the people in **1**? Students might need help with *advice* (uncountable), *efficiently*, *faulty*, *gadget*.

**Answers**

- 1 Not true for most people – it's not just a question of low prices.
- 2 True
- 3 True – we want to know that companies can keep their promises.
- 4 Not true – there are some very good cheap products.
- 5 True

**PRONUNCIATION** Check sounds and stress in the following words: *advice* (n) /əd'vaɪs/; to *advise* (vb) /əd'vaɪz/; *efficiently* /ɪ'fɪʃntli/; *gadget* /'gædʒɪt/; *reliable* /rɪ'laɪəbl/; *value* /'væljuː/.

**Exercise 3**

Students look back at the survey again and discuss in pairs whether they agree with the order, and why/why not. Then elicit ideas from the whole class.

**Exercise 4**

Students complete the descriptions with words from **2**, and then compare answers in pairs before whole-class feedback. Then refer students to the *Tip* and ask them to find the example in **4** where the adjective goes before the noun (sentence 5). If students speak languages in which adjectives agree with the nouns they qualify, you can also point out that adjectives don't change their form in English, e.g. *Our staff are helpful* (no final 's'); *Our products are the best* (no final 's'). You could then ask them to transform other sentences in **4** to give a few other examples of adjectives before nouns, e.g. 1 *We provide a reliable service.*

## Answers

- 1 reliable
- 2 user-friendly
- 3 good value
- 4 high-quality (or reliable)
- 5 popular
- 6 high-tech
- 7 original
- 8 helpful

## Exercise 5

Elicit what types of products and services the pictures represent, then ask students to work in pairs. Get feedback from the whole class.

### Possible answers

Bank: reliable, popular, helpful (staff), user-friendly (website)  
Tablet computer: reliable, high-tech; high-quality  
Online travel agency: reliable, user-friendly, good value, popular  
Clothes shop: original, high-quality, helpful (staff), good value

## Exercise 6

► **3.1** Students listen and match, and compare answers in pairs before you check with the group. They may need help with the following 'extreme' adjectives: *fantastic, amazing, great*.

### Answers

- 1 Tablet computer: high-tech, high-definition, high-speed, super fast, popular, fantastic
- 2 Clothes shop: high-quality, original
- 3 Bank: safe, reliable, guaranteed, user-friendly, (easy)
- 4 Online travel agency: fantastic, great, amazing, good value, helpful

## Exercise 7

► **3.1** Ask students to complete the sentences, then check answers with the group. Put three symbols: +++, ++ and + on the board and ask students to group the adverbs according to how 'strong' they are (*totally/really/extremely, very* and *pretty/quite* respectively). Check the answers together.

### Answers

- 1 totally
- 2 really
- 3 quite
- 4 extremely
- 5 very
- 6 pretty

## Exercise 8

Students use the sentences to talk about products and services they know. Elicit or give an example to start with, e.g. *I use the TripAdvisor website for checking restaurants. It's quite reliable, but not always;* or *The flight was extremely good value, and we didn't have to pay for extra suitcases.* After the pairwork, elicit a few examples from the whole class.

**PRONUNCIATION** Point out that using these adverbs and adjectives demonstrates the speaker's emotions, so it's important to use your voice to match this: we can do this by putting the stress on the adverb, i.e. *totally new; really high quality*. Students could listen again to listening 3.1 to hear which words are stressed.

## Further practice

If students need more practice, go to *Practice file 3* on page 110 of the *Student's Book*.

## Exercise 9

Working alone, students think of a company, shop or product, and compile a list of words they could use to describe it.

Then ask them to read point 2: they will be recommending their company/shop/product to their partner, using the words. Give them time to prepare what they want to say. In turns, each student recommends the item to their partner. While they are doing this, listen out for accurate use of vocabulary.

When they have finished, invite specific recommendations from the whole class: students may enjoy sharing information about good shopping opportunities with the others! You could write any mistakes on the board afterwards, and ask the group to correct them.

## Further practice

Download and photocopy *Unit 3 Working with words worksheet* from the teacher resources in the *Online practice*.

## Language at work

### Exercise 1

Students decide which inventions are the most important to them. Invite a couple of opinions before letting them discuss in pairs. Then try to establish a consensus with the class on the most important inventions.

### Exercise 2

Ask students to try to match the inventions in **1** with their inventor and year, and then check in pairs. Don't provide the answers yet as they will be listening for these in **3**.

### Exercise 3

► **3.2** Students listen to the radio programme to check their answers in **2**, and then compare answers in pairs. Go over the answers with the whole class and ask students if they were surprised by any of the answers.

### Answers

Twitter: Jack Dorsey – 2006  
Mobile phone: Martin Cooper – 1973  
World Wide Web: Tim Berners-Lee – 1991  
Smart cards: Roland Moreno – 1974

### Exercise 4

Students match sentences 1–4 in the *Language point* to their explanations. Point out that the sentences are all from the listening in **3**. Ask students to do the matching exercise individually, then check with the whole class. Ask students to identify the irregular verbs in the four sentences and see if they know the past simple forms of *know* and *begin*.

### Answers

1 a 2 c 3 d 4 b

## Grammar reference

If students need more information, go to *Grammar reference* on page 111 of the *Student's Book*.

## Exercise 5

► **3.3** Students listen to the story of Jack Dorsey and Twitter, and order the events. On the second listening, pause the listening each time one of the events is mentioned to allow students to note their answers. Students compare answers in pairs after each listening before checking with you.

### Answers

- 9 People don't understand why Twitter is necessary
- 7 Starts a new company with two other people
- 3 Goes to New York University
- 4 Doesn't finish his studies
- 10 Presidential candidates use Twitter
- 2 Studies in Missouri
- 6 Sells software online
- 5 Moves to California
- 1 Produces software for taxi drivers
- 8 Creates a website in two weeks

### DICTIONARY SKILLS

Ask students to work in pairs to decide which verbs in **5** are regular and irregular and what the past simple forms are. They can then check these by looking up the verbs in the dictionary. You may need to point out how the verb forms are indicated in the dictionary entry.

## Exercise 6

Refer students to the *Tip*. Practise the pronunciation of the four verbs, then ask them to identify the regular verbs in **5** and put them in two categories: extra syllable (*started, created*) and no extra syllable (*finished, used, studied, moved, produced*). Ask them to practise saying these, too. They then take turns with a partner to tell the story of Jack Dorsey. Monitor the pairwork, asking students to self-correct if they make a mistake in past simple forms.

### Suggested answer

He produced software for taxi drivers. He studied in Missouri. He went to New York University, but he didn't finish his studies. He moved to California where he sold software online. He started a new company with two other people and created a website in two weeks. At first, people didn't understand why Twitter was necessary, but in 2008 the two Presidential candidates used Twitter.

### Further practice

If students need more practice, go to *Practice file 3* on page 111 of the *Student's Book*.

## Exercise 7

Elicit from students what they learnt about Roland Moreno and Martin Cooper in **3**, and let them decide in their pairs who will read about each inventor. They then read the relevant pages and make notes. Check they understand *smart card technology* (student A), and *device* and *portable* (student B). Ensure they write short notes and not complete sentences.

## Answers

	Roland Moreno	Martin Cooper
<b>Main invention</b>	Smart card	Mobile phone (Dyna-TAC)
<b>School/ Education</b>	Paris – didn't finish his studies	Illinois Institute of Technology – Masters (1957)
<b>Job(s)</b>	Worked for newspapers then created own company Innovatron	Motorola
<b>Launch date of invention</b>	25th March 1974	3rd April 1973
<b>First success</b>	1983 – France Télécom used technology for phone card	1983 – first commercial mobile phone service
<b>Other inventions</b>	Musical instruments, including the 'pianok' portable piano	1967 – first portable police radio system

## Exercise 8

Elicit the correct question forms from the whole class, then ask them to ask and answer the questions in pairs. Monitor the pairwork for correct past simple forms and ask students to self-correct where necessary. When they have finished, ask the whole class what they found interesting or surprising.

### Answers

- What did he invent?
- Where did he go to school?
- Who did he work for?
- When did he launch his invention?
- When did his invention become a success?
- Did he invent any other products?

## Exercise 9

Students discuss their experiences of products and services in **1** using the questions. Monitor their discussions, and write on the board three correct and two incorrect past simple sentences you hear. When students have finished, ask them to find the incorrect sentences and to correct them.

### Further practice

Download and photocopy *Unit 3 Language at work worksheet* from the teacher resources in the *Online practice*.

## Practically speaking

### Exercise 1

► **3.4** You could start by modelling how strange it looks or sounds when you don't show interest, e.g. by asking a student to tell you about what he/she did last weekend and asking the other students to watch and listen to you. Then just look at the student while he's/she's speaking without commenting or responding in any way. Ask the class to say what was wrong.

Then refer students to the exercise. After listening, check answers with the whole class.

### Answers

Students should tick: Did you?, That's interesting!, Oh really?, Was it?

### Exercise 2

► 3.4 Students may be able to complete the extracts without listening again. If so, you can refer them directly to the *Tip*. Play the listening again, and say on which words (or on which part of the word) the voice of the speaker changes, and if the voice goes up or down. Ask them to repeat what they hear and provide a model yourself if necessary. Demonstrate by saying the phrases more slowly. Encourage them to repeat the sentences after you.

### Answers

- 1 Did you?
- 2 That's interesting!
- 3 Was it?
- 4 Oh really?

### Exercise 3

Students practise the exchanges in pairs. Monitor their pronunciation carefully and make sure their intonation makes them sound interested.

### Exercise 4

Students follow the instructions and try to keep their conversations going as long as possible.

## Business communication

### Exercise 1

Students work in pairs to look at the picture and discuss the questions. Elicit feedback briefly from the whole class.

### Possible answer

Podpads might be used at music festivals or on campsites.

### Exercise 2

► 3.5 Students listen to the research report on the use of podpads. There is a lot of information to note, so you might like to ask them not to write anything the first time they listen. Play the listening once without stopping and allow students time to compare answers in pairs. Then play the listening a second time, pausing when each question has been answered by the presenter to allow students time to write. Let them compare answers in pairs before checking together.

### Possible answers

<b>Why did they do the research?</b>	To find the best accommodation for visitors during outdoor festivals
<b>How did they do it?</b>	They offered free accommodation in podpads to 50 people. Then they interviewed them and the farmers who allowed the use of their land.
<b>What were the results?</b>	The podpads were popular with visitors and farmers. 75% of visitors said they would use them again. Farmers said they were attractive and the podpad teams were quick and efficient.
<b>What were the conclusions?</b>	Podpads were a big success. They recommend using them again.

Check students understand *to install*.

**ALTERNATIVE** As there is a lot of information to listen to, you could suggest students work in pairs: Student A notes down answers to the first and third questions, and Student B notes down answers to the second and fourth question. Students then discuss their shared answers together.

### Exercise 3

► 3.5 Students work in pairs to match 1–10 to a–j to make sentences. Then play the listening again for students to check. Students might ask the difference between *to find out* in sentence 2 and *(we) found* in sentence 6. Point out that we normally *find out* something by asking questions or receiving information. *(We) found* means we learnt or discovered.

Remind students that *research* (n) is uncountable, e.g. *some / a piece of research*.

### Answers

1 f 2 h 3 b 4 j 5 e 6 c 7 a 8 g 9 i 10 d

### Further practice

If students need more practice, go to *Practice file 3* on page 110 of the *Student's Book*.

### Exercise 4

Students read the questions, and then work in pairs to ask and answer them. Elicit a few answers to the first question to get them started. After four or five minutes, elicit some of their findings from the group.

### Exercise 5

As a lead-in, ask students why a company might want its employees to have a short sleep after lunch (to work better in the afternoon). Does the idea exist in their country? Would they like to have this possibility in their company? Then refer them to the two pictures – which type of bed would they prefer? Why?

Divide the class into As and Bs. Each looks at their relevant page. Check they understand *volunteer*. Allow time for students to read their information and prepare their reports, individually or in pairs. Refer them also to the *Key expressions*.

Point out that the verbs in the information they have are in the present, but they will need to change some to the past simple to report on what they did.

Then form A+B pairs. Each pair gives a report in turn, and together they decide which of the beds is better. Encourage use of the language from **3** and **4** and *Key expressions*. Listen in and note down any language you want to highlight.

When they have finished, elicit answers from the whole group; you could have a class vote on the best bed!

Check the use of report language from **3**. Point out examples of good use of language and any common mistakes, especially in the target language.

**ONE-TO-ONE** Either give a report yourself on one of the ideas, after which the student gives theirs, or ask the student to give two reports.

### Further practice

Download and photocopy *Unit 3 Business communication worksheet* from the teacher resources in the *Online practice*.

## Talking point

As a lead-in, ask students to discuss in pairs what their favourite products are and why. You could demonstrate this first yourself. Get feedback on their ideas from the group.

### EXTRA ACTIVITY

Tell students that the average family of four has eight screens in their house. Elicit what types of screen this could include (TV, computer, tablet, laptop, mobile phone, camera, satnav or GPS). Ask them to count how many screens they have in their home and see who has the most. Then ask them to consider these questions in pairs: *Do we need all those screens? Imagine a situation where you can only have three screens in your house. Which screens would you choose and why?*

## Discussion

### Exercise 1

► **3.6** Refer students to the four pictures. Ask them to name the products and say what they're used for. Ask them to read the two questions, and then play the listening (twice if necessary). Allow them to compare answers in pairs after each listening. Then check answers with the group and invite comments on whether they agree with the speakers.

### Answers

Product 1 – an e-reader. Bought to make travelling easier, and not to have to take lots of books on holiday. Advantage(s): easy to transport; includes hundreds of books.

Product 2 – a SatNav. Bought because the person was not good at map-reading. Advantage(s): all the information is there; it's reliable; it finds another solution if you take the wrong route; it tells you when you will arrive.

Product 3 – a microwave. Bought because she forgot to drink her drinks while they were hot. Advantage(s): everyone in the family can use it; it's safer for young children than using a gas cooker.

Product 4 – a watch. Bought because it's user-friendly and simple.

### Exercise 2

Students discuss in pairs if they use the products pictured, and why.

### Exercise 3

Encourage students to give reasons for their answers, and then discuss one or two of their comments with the whole group.

### Exercise 4

Encourage students to give reasons for their answers, and then discuss some of their ideas with the whole group, with reasons why. Find out which items are most popular, i.e. which ones they can't live without, and which ones are not important to them.

## Task

### Exercise 1

Students read the instructions. Discuss and agree on what you all understand by 'modern-day' and 'traditional', e.g. technological and non-technological products, or products made before or after the digital revolution. Elicit a few examples of products they might put in each category. Point out different types of products, e.g. for the home, for work, for health, education, travel, or sport.

### Exercise 2

Students finalize their lists of traditional and modern-day products to three items in each group. When agreeing on their shortlists of products, encourage them to justify to each other why they have nominated these.

### Exercise 3

Students think about ways to evaluate the products, e.g. good value; created a need that didn't exist before; makes life easier/safer/quicker/etc.; solved a problem that had no solution before; popular with many different ages, etc.

### Exercise 4

Students use the criteria to decide which is the best product in each category.

Monitor and ask students to self-correct if you hear any mistakes in either present or past simple tenses as taught in the first three units of the book.

Finally, ask a person from each group to tell the class which product they chose in each category and why.

## Progress test

Download and photocopy *Unit 3 Progress test and Speaking test* from the teacher resources in the *Online practice*.